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ABSTRACT

As part of a larger, 5-year national project, case study analyses were conducted of the induction experiences of two beginning teachers of marketing education. One teacher (Mary) entered the profession through a traditional teacher education program in marketing education. The other (Jake) obtained certification based on extensive experience in marketing and a degree in business administration. The case studies were based on: (1) a series of six semistructured interviews conducted over the first 2 years of both teachers' careers; (2) a collection of tape-recorded daily logs for the first year; and (3) a battery of personality, job satisfaction, stress, demographic, and situational surveys. Both worked in similar environments, and each was the only marketing teacher in the school. Mary seemed to have a better orientation to her job. She also had people volunteering to assist her, whereas Jake had to seek assistance. Although both experienced a successful first year, Mary felt that her third year in teaching would be her last. Teaching was a life goal for Jake, and he spent a long time reaching that goal. Mary decided on a teaching career late in college. Mary graduated from a program with high standards. Jake had no preconceived expectations. Mary simply experienced early burnout. (20 references) (Author/YLB)

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THE INDUCTION OF MARKETING TEACHERS:

CASE STUDIES

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THE INDUCTION OF MARKETING TEACHERS:

CASE STUDIES

Abstract

A part of a larger, 5-year national project, this research reports case study analyses of the induction experiences of two beginning teachers of marketing education. One teacher entered the profession through a traditional teacher education program in marketing education. The other obtained certification based on extensive experience in marketing and a degree in business administration. The case studies were based on the following: (1) a series of six semi-structured interviews conducted over the first two years of both teachers' careers; (2) a collection of tape-recorded daily logs for the entire first year; and (3) a battery of personality, job satisfaction, stress, demographic, and situational surveys.

THE INDUCTION OF MARKETING TEACHERS:

CASE STUDIES

Teachers work in an environment that imposes a feverish pace of activity and decision-making. It is inevitable that such a work environment would be rich both in opportunities and in problems. This is particularly true of the novice teacher, whose experiences include not only those of the veteran teacher, but a myriad of problems and challenges resulting from learning to survive in a very difficult profession and adjusting to a whole new lifestyle.

Theoretical Base

The process of becoming a teacher is a challenging process that takes place over an extended period of time (Shulman, 1987; Feiman-Nemser, 1983; Conant, 1963). For that reason, teacher professional development must be viewed as a long-term, developmental process (Hoffman, Edwards, O'Neal, Barnes, & Paulissen, 1986; Wildman & Niles, 1987). Three general stages have been described in the professional development of teachers: pre-service, induction, and continuing development (Camp & Heath, 1988). The induction stage is the focus of the research upon which this paper is based.

For the professionally educated teacher, the professional development process begins as preservice with the first pre-service course in teacher education or educational psychology and includes extensive pre-clinical, clinical, and simulated classroom and laboratory experiences (Berliner, 1985; Roper, Hitz, & Brim, 1985; Waters, 1985; Lortie, 1975; Huffman & Leak, 1986; Johnson & Kay, 1987). But for many teachers, particularly those in vocational education and those certified through the various

alternative routes, professional development is more likely to begin with the induction stage. They may well enter teaching after no more than a job interview and a tour of the classroom or laboratory, normally just before school starts. Some of these teachers may attend a brief teaching "survival skills" workshop during the summer (Camp & Heath, 1988).

The broad process by which a novice teacher becomes integrated into the profession of teaching has come to be known as "induction" (Waters, 1985; Huling-Austin, Odell, Ishler, Kay, & Edelfelt, 1989). During the induction period, the novice teacher makes the transition from being a student or worker to become an established teacher. The induction process is not a simple one and it is often painful (Ryan, 1986). It is not defined by a definite set of time lines (Camp, 1988).

Fuller (1969) reported work that provided an early framework for looking at preservice teacher education and the early experiences of beginning teachers. She and her associates at the University of Texas worked with preservice and beginning teachers for a number of years in the 1960's in an effort to examine the quality and effectiveness of undergraduate teacher education. She found that preservice teachers often have difficulty in relating to their teacher education course work. To explain this apparent lack of "readiness," Fuller hypothesized that pre-service students and beginning teachers pass through a developmental progression of stages characterized by changing concerns, that have come to be known as self, task, and impact (Waters, 1985). In later work, Ryan (1986) added what he called the fantasy stage as a predecessor to the self stage.

Methodology

Selection of Participants

The present study was a part of a much larger, five-year national project funded under the National Center for Research in Vocational Education, University of California, Berkeley. The two teachers reported in the present case studies participated in one component of the overall project. The following paragraphs describe only the selection, data collection procedures, and time frame used with these two teachers. For information on the overall study, contact the authors.

Two beginning marketing teachers from two Eastern Seaboard states were purposefully selected to participate in this two-year study. The primary criterion for selection was type of teacher certification (traditional teacher-education program or certification by alternative routes). Potential participants were initially identified by contacts with state department of education personnel, university teacher educators, and local administrators. The teachers were contacted to determine their interest and suitability to the criteria and then permission for participation was obtained from the appropriate administrators.

Data Collection Procedures

Multiple modes of data collection were used:

(1) Three in-depth interviews away from the school were conducted--the first at the beginning of year one, the second during the summer between years one and two, and the third at the end of year two.

(2) Background and demographics questionnaires were collected at the same time as the first interview.

(3) Three in-depth interviews were conducted with the teacher at his or her school as part of an on-site observation program over the first year of teaching.

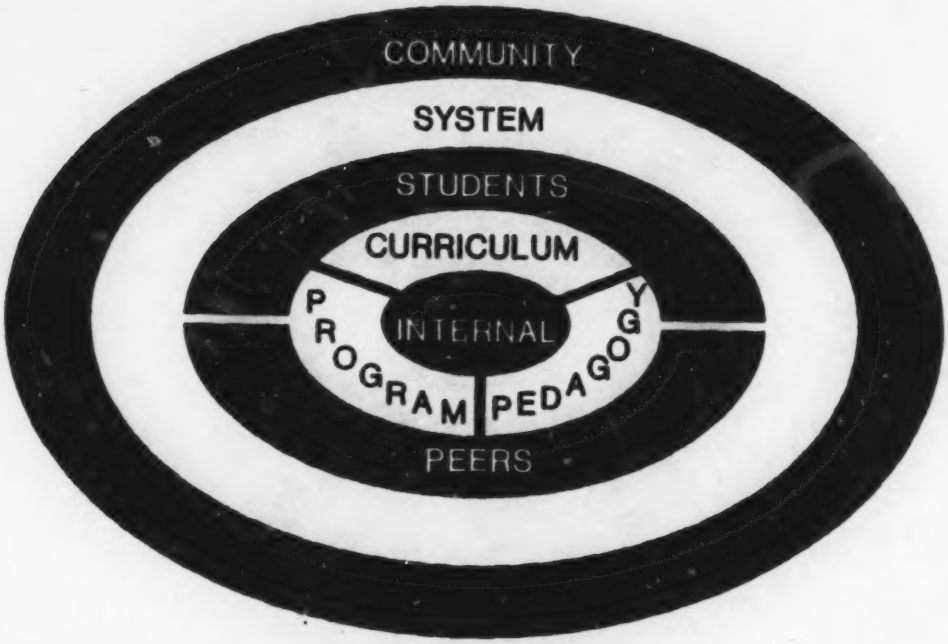
(4) For their first year of teaching, both were given a tape recorder, batteries, blank tapes, pre-addressed and stamped mailers, and a set of questions to provide a format for a daily log. The teachers tape-recorded responses to the set of questions daily. The questions for the last day of each week, normally Friday, included several additional questions for the overall week. At the end of each week, the teacher mailed the daily logs to the research office. The teachers were paid a stipend for each tape submitted on time. The tapes were transcribed for analysis producing a very detailed journal of each teacher's first year of teaching.

(5) A battery of surveys and questionaires were administered before the first year, at the end of year one, and at the end of year two. Surveys included a job satisfaction scale (Brayfield & Roth, 1951), a stress scale (Pelsma & Harringtin, 1984), the Meyers-Briggs Type Indicator (Consulting Psychologists Press, 1987), and several demographics and situational questionnaires developed by the researchers.

Analysis Procedures

The case study procedures described by Yin (1989) as "relying on theoretical propositions" were used to analyze the data. The theoretical framework selected to guide the analysis was the Teacher Proximity Continuum as reported by Heath-Camp and Camp (1990), see figure.

Figure
Teacher Proximity Continuum



Domains:	*FUNCTIONAL DISTANCE/Description*
	PERSONAL CHARACTERISTICS
Internal	Experiences arising from factors within the teacher.
	PROFESSIONAL SKILLS
Pedagogy	Experiences related to the short term planning, delivery, evaluation, and improvement of instruction.
Curriculum	Experiences related to the intermediate term planning of course content and preparation for instruction.
Program	Experiences that arise in conjunction with the long term planning and operation of the department or program.
	INTER-PERSONAL RELATIONSHIPS
Students	Experiences resulting from interactions with students.
Peers	Experiences arising from interactions with persons with co-workers who are neither superior nor subordinate.
	INTRA-SYSTEM
System	Experiences arising from persons and forces within the educational system with which the teacher is required to comply.
	EXTRA-SYSTEM
Community	Experiences arising from outside the administrative and physical bounds of the educational system.

The Case of Jake Seekman

Personal Background

Jake Seekman has wanted to teach school since he was in high school. He got married at a very young age and dropped out of college. After a divorce, he intended to return to school, but the opportunity didn't come along quickly. Jake had gone into retailing as his career, but he began to realize retailing was not what he wanted to do. So, with encouragement from his new wife, he pursued his high school desires and finished his degree in the Summer of 1988. The process had taken him 17 years.

When Jake's personality was evaluated through the Meyers-Briggs (Consulting Psycologists Press, 1987) personality instrument, he tested as an ISTP. The interpretation of an ISTP is one who is quiet, reserved, and observing and analyzing of life with detached curiosity. These individuals are usually interested in cause and effect, how and why mechanical things work, and in organizing facts using logical principles (Meyers-Briggs Type Indicator-Form G). Jake did seem quiet and to be "taking things in" at the first meeting for this study, but by the end of the year he seemed to change to an outgoing and ready-to-share individual.

Jake began his career as a marketing teacher in August of 1988, at a southern high school. Jake, was 35 years old when the study began. He is Caucasian, has remarried, and has one child. He lives in a town 30 miles from work and spends about 90 minutes traveling to and from school each day. His wife is in a white collar professional position. Jake has nine years of experience in retailing, sales, and management. He has served six years in the military and coached one year at a university. He has a Bachelor of Science in Business Administration and is currently working

toward a Master's degree and teaching certification. At the beginning of the school year, Jake planned to teach 20-30 years. At the end of the school year, he still planned to teach for 20 years; however, he would take a coaching job at a small college.

Year One

Characteristics of the Program. Jake was the only teacher in the marketing program at his school. Jake believed that the marketing program had been going downhill for a number of years. During his first year, he taught three courses--marketing, marketing and merchandising, and fashion merchandising. Out of the 43 students enrolled in his program, all juniors and seniors, 42 were females. His three class enrollments were 16, 22, and 5 students. The classes were made up of predominantly white students with only seven minorities. He expected to add a second fashion merchandising class in the fall of his second year. Eighty-nine percent of the students were working within marketing jobs and Jake does have enough time allocated to visit their stations. All of the students were members of DECA, the organization for marketing students. He had adequate resources for his program, but indicated that these were marginal. In the third week of September, he was still waiting for a promised computer which was not received until much later in the year.

Jake's program is located in a school built in 1956, with slightly over 1,000 students. The school is located in a thriving rural county having many new businesses and a jobless rate of only 2.1% in 1988. There is a very large metropolitan area located about 30 miles from the school. At the beginning of his first year, Jake did not have an advisory committee, but he did form one during that first year.

Orientation and Preparation. Jake was interviewed for his teaching position, on Monday, August 29th, and started work on Tuesday. School had already been in session eight days prior to his first day on the job. Jake's orientation consisted of the following "I was told what courses I would be teaching, where to park, and given the key to my office. Actually on the 29th, I spent one hour with Ms. Jones, the person I was replacing, but no real value came of it." He was given names of the students on his first day on the job. He said he "thrived on pure excitement," for the first three days but by Thursday he "was wondering, what the hell do I do now."

In September, Jake really didn't seem to be too sure about who he was to report to, but he did know the names of the principal, vocational director, and department chairperson. He had to ask and was directed through about a half a dozen people before he was able to find out how much money he had for his program.

Prior to interviewing for his position, he attended the state's vocational education conference on his own time. There was a new teachers' session at this conference that Jake attended.

Jake thouight that his retail experience and working with marketing students and teachers as an employer were very beneficial. Jake felt comfortable teaching marketing, but he expressed that terminology, history, and "all that other stuff" required a lot more work. He said he did not feel as secure teaching fashion as he did general marketing. He also expressed that he felt somewhat ill-prepared because he had not taken the courses that teacher education graduates normally obtain. He stated that he did not know what he referred to as "the six steps in a lesson" and that

learning to plan lessons well would be one of his primary goals for his first year.

School Responsibilities. Jake's day started at 8:00 and he could go home at 3:30. That was a big change for Jake. In retailing he started about 10:00 a.m., but didn't get home until about 10:00 or 11:00 p.m. The students began their day at 8:30 and left school at 2:54 p.m. Jake not only taught marketing, but he served as the DECA advisor, coordinated on-the-job training, and had a senior home room. He also served on the Vocational Education Improvement Committee. Jake taught three classes of marketing with three different preparations, coordinated on-the-job training two periods, and had one planning period. At the beginning of his first school year, he was spending about 50-60 hours a week performing his responsibilities as a teacher. By the end of that school year, he reported spending about 48 hours on job related activities.

In addition to his teaching responsibilities, Jake was an assistant coach for both basketball and baseball. He was employed for approximately six weeks during the summer as the industry education coordinator and to build strong relationships with businesses.

Relationships. Jake thought that he had a good relationship with his students, more like an employer-employee relationship. He seemed to be disappointed in their interest in the beginning, but when he adjusted his expectations he became more comfortable. He felt like he had a great relationship with his principal, the state staff, and teacher educators. However, he seemed to have a negative relationship with the secretaries and later experienced some problems with his vocational director.

Detractors. In the beginning, Jake thought his biggest problem was having so many females in his fashion class. He stated "For fashion merchandising, you should have 12, 15 max and we have twice that many and you can't have that and do this kind of thing--everbody that I've talked to that teaches fashion has [asked] what are you going to do with all these ladies? That's been my biggest problem."

As the year progressed, Jake's most frequent problems were related to his students and to the educational system. The problems with students were focused on students talking in class, not paying attention, and not doing their assignments--that is, just general class behavior. Jake stated in November "The most significant event that happened today--for the first time since I started teaching, I lost and blew my cool. I threw a fit. I don't know what happened. I just got tired of telling everybody to be quiet, you know, walking around. I felt like Smokey the Bear, walking from table to table to get them to shut up and kids--you know, in the first period, talking across the room and finally it just got the best of me." A second problem that confronted Jake was student motivation. "I guess you learn no matter what you do and what you say, no matter how much you try, there are just some students that just don't give a damn. I guess that's the burden of education."

When system related problems were identified, Jake described many incidents of paperwork. "I don't think you quite realize day in and day out what you have to do, when you're out for three or four days and all of a sudden you come back and people want this and they want that and they needed that form two days ago and you were gone. So, I have quite a bit of paperwork to catch up on." He often didn't know what forms were to be

filled out and when they were due. For example, Jake recounted an incident in which he had been asked by a secretary for a particular report form that was due. Jakes comment to us was, "What form are you talking about? You know for attendance? Nobody told me anything about a form. Nobody, you know, like I say, they just gave me the keys and said show up the next day." He also experienced problems from a lack of knowledge about procedures such as school rules, how to get funds, the chain of command, and procedures for taking overnight trips with students. He stated "If you want to buy something, there is so much administrative paperwork that it's unreal. I guess, it has to be, but it seems to be outlandish." The secretary in the school gave him problems with writing checks from his DECA account. "We did have a discussion about controlling funds because this lady was telling me what I could and could not spend my funds for." Other activities, created by the system, seemed to consume his time--activities such as being away from school for a week of inservice, collecting money, and most of all coaching. "When we have a home game during that time period--it really makes it difficult to try and get any coordination done."

As a new teacher, Jake identified his major problems with curriculum and teaching as being the preparation of lesson plans--developing the plan, having them done ahead of class, and in making them interesting. "I just have to get on the ball and get lesson plans made up in advance instead of doing them every night....its awful easy when you get home to kind of put it up and put it off, put it off, put it off and pretty soon it's time to go to bed or it's too late or you don't do a very good job and so you just come in the next morning and you try to throw something together and you're not doing yourself or the students justice at all, so, this is something

that I have to work on." He also had some difficulty with calculating grades and with students doing poorly on his tests.

Jake's most distracting program problems were related to the student organization and to a fashion show his program was implementing. Within those two activities, scheduling and taking care of fund raising activities consumed a great deal of his time.

Jake's biggest internal problem throughout the year was time management. He stated in October of his first year, "I'm just going to have to take better care of my desk and get a little bit more time management and put things away instead of just bringing files and putting them on my desk. At this point in time, you can't even see my desk so, it's going to take a little bit of work to get it done." He had a problem getting everything done and was showing a higher score on a stress scale (Pelsma & Harrington, 1984) than two-thirds of the new teachers in the overall study. However his job satisfaction seemed to be quite high (Brayfield & Roth, 1951). In fact, his scores on the instrument used were 76 out of a maximum of 88 at the end of his first year and 77 out of 80 at the end of year two. So, even though he endured a great deal of stress he felt reasonably satisfied with his job.

Other categories of detractors for Jake were minimal. One irritant he spoke of in his daily logs was the fact his peer teachers socialized too much on teacher work days instead of working. He mentioned at the end of the year that, "The secretaries and I have had battles." The only community problem he identified was connected with the fashion show, he had problems getting merchants to donate merchandise.

Assistance Received. Once Jake started his teaching position, he went to other marketing teachers that he had worked with as an employer. The information and materials these teachers shared with him were of great value.

Jake did have a mentor assigned to him, a home economics teacher. He said, "I'm sure she's going to be helpful and I make it a point to stop by every day when I'm leaving to go out on co-op and let her know, hey, I'm not going to be here. She hasn't really answered any of my questions directly. She's been more referring me to other people." He indicated that she didn't always know the answer or who to go to for the answer. The teacher next door also volunteered to help Jake.

Jake thought that his students had been the biggest help to him. He was straight forward and honest with them in the beginning about his being a first year teacher and he felt that they were extremely cooperative.

Jake's most frequently mentioned (daily logs) source of assistance was the educational system. The system, to include state activities as well as local ones, provided Jake with several workshops which assisted him in learning program activities, behaviors of an effective teacher, lesson planning, and paperwork. Even though Jake identified paperwork as a problem in his job, he received assistance with that paperwork from his mentor, department head, personnel in the county school office, the vocational education director, office staff, state staff, and the administration.

There were two additional sources of assistance--his peers and the community. His peers helped him with activities such as working with students, providing information, and giving him teaching ideas. As stated

previously, he had other marketing teachers that he felt free to call when he needed help with DECA forms or other program related questions. The community business personnel were cooperative in donating fashions for the fashion show that his students were producing.

Encouraging Events. Even though Jake experienced an array of problems throughout his first year, he also experienced a great deal of satisfaction in teaching. As with the distractions in teaching his enhancements came predominantly from the students and the system.

Jake found it rewarding when he saw his students succeed. The students' involvement in DECA appeared to give Jake a great deal of pride. He was pleased when they were nominated for an office, participated in the competitions, and won awards for their efforts. "It is, you know, something that I'm quite proud of the fact is this is the first time that Winn High School has sent a student to nationals to actually compete." He also found satisfaction when the students did well on tests. When Jake spoke of rewarding experiences relating to both students and his program, DECA and its related activities and the students' accomplishments was mentioned most frequently.

Jake was also pleased when his principal gave him positive feedback on the job he was doing. As he mentioned in his daily logs, recognition and praise from his principal were especially important to him when his team won a baseball game or did well in DECA competition. "At this point, I'm enjoying teaching more. I think part of it is because I'm getting involved in other things--the coaching, for one. The DECA--a good active group going to state or excuse me, we're going to state--also going to

district and winning and doing so well--it made me feel good--it kind of spurred me on."

When Jake was asked on a daily basis about good things that happened, quite often comments were made like "it's Friday," or "getting through the day." And, even though coaching was a problem, in that it consumed so much time, it was rewarding to him and he wanted to coach. When he found out he would be coaching his comment was "I'm going to be coaching baseball--it was officially announced and I'm going to be coaching soccer next year and baseball so--and they've asked me to coach basketball. So, that probably comes with being a new teacher--part of it is because, you know, I really want to do it." Later he also stated in relation to teaching and coaching, "I still believe that it was the right move. The coaching part has been a real influence lately. Baseball was my first love and I really enjoy coaching the baseball....One of the main reasons for me to get into education was the chance to coach."

Since testing and grading were negative activities for Jake, it became noteworthy for him to mention it as being a positive activity when the grades were completed. Getting these activities over for him was a relief.

End of Year One

Jake finished the year believing that his co-workers thought he was doing a good job. He had received favorable comments from them about both the fashion show and the student members of DECA. Jake believed that he had improved as a teacher. "I have become a better teacher just through experiences--trial and error." When He was asked if his feelings had changed in regard to himself as a teacher, he stated, "I wonder why I

haven't done it many years ago.... I didn't realize it would be so self-rewarding and make myself feel good about what I was doing"

Year Two

Jake was interviewed again at the end of his second year of teaching. He felt that his second year was easier, but he wished he had taken better notes and used the computer more during his first year.

He was very surprised that in his second year, the students did not seem as motivated as they had been the first year. He learned that he had to be very selective for his third year, he stated "the ones I decided I would not employ if I was still a retail manager, I didn't let in the program." Another surprise that he encountered during his second year was having to share his office with another person who constantly interrupted his classes. He also ran into some problems with his vocational director, because he felt that Jake was spending his coordination time coaching. However, Jake attributes an increased enrollment in his marketing program to the visibility he obtained from coaching. Jake had developed a good relationship with other teachers, guidance counselors, and the administration. He had also established good relationship with the state department of education and teacher education staffs. His relationship with the secretary had improved. But Jake's relationship with the vocational director seemed to have gotten worse. The vocational director was also upset with him when he chose not to sponsor a fashion show his second year because his students were failing to fulfill their roles in the show.

Jake found grading to be easier the second year, but still found it to be a very stressful task. He also didn't like handling the money for fund raisers.

The Future

After two years of teaching, Jake feels even more certain that he is doing what he was meant to do. In his third year he plans to be more focused on tasks. He plans to have more class participation, but with more discipline.

Jake is looking forward to his third year of teaching. He has many of his lesson plans on the computer. He has been to more workshops. He feels he will have a better selection of students, including more males. And more people in the community know him. Jake is anticipating enough program growth to request a second teacher sometime in the near future.

When asked at what point he would no longer feel like he is a beginning teacher, he stated "...I'm still a beginner and I probably will be for another two, three years." He thought that once he had completed his fifth year that maybe he would no longer be a beginner.

Other career opportunities are confronting Jake. He has been recommended by the principal to be the athletic director when the current athletic director retires at the end of next year. Also, a teaching position has opened up closer to his home and his wife is encouraging him to apply for the position. In addition, he has an opportunity to apply for a graduate assistantship coaching baseball.

When asked what advice he would give a beginning teacher, he stated, "...get some experience if you are going to teach marketing...be prepared as much as possible. Don't be afraid to make mistakes. Get to know your

students and have a good time. Make it fun. Make it fun. Have a good time. Be firm, but fair. Don't let them get the best of you. ...Don't be afraid to learn from them...But, you've got to stick to your guns. I mean you have to do it and control it..." He emphasized "Have a good time."

The Case of Mary Parker

Personal Background

Mary Parker did not originally intend to teach school when she entered college. As many freshman students, Mary was unsure of what she wanted to do with her life. During her freshman year, Mary wandered around trying to find something she liked. Finally, Mary choose marketing education as her major. Mary really enjoyed her student teaching experience. As a matter of fact, it was this positive experience that ultimately made Mary decide to become a teacher.

When Mary's personality was evaluated through the Meyers-Briggs personality instrument, she tested as an ISFJ. The interpretation of an IFSJ is one who is quiet, friendly, responsible, conscientious, loyal, considerate, and concerned with how other people feel. These individuals work devotedly to meet their obligations and lend stability to any project or group. Their interests are usually not technical (Myers-Briggs Type Indicator). An initial interview with Mary revealed many of these personality characteristics. Prolonged exposure to Mary during her first year of teaching further confirmed the findings of the Myers-Briggs instrument.

Mary was 23 years old when the study began. She is black, single, and lives alone. She began her career as a marketing teacher in July of 1988. Mary teaches in a rural southern high school and lives approximately

30 miles from her work. She spends about one and one half hours traveling to and from school each day. Mary consciously chose to live outside the community where her school is located.

Year One

Characteristics of the Program. Mary was the only teacher in the marketing program at her high school. Mary's viewpoint of the marketing program during her first year of teaching was positive. She taught four courses -- one section of fundamentals of marketing, two sections of marketing, and one section of advanced marketing. There were 41 students enrolled in the program. Thirty-nine of these students were members of DECA, the program's co-curricular organization.

The students worked in a variety of marketing related businesses: fast food establishments; craft shops; greenhouses; and grocery, hardware, auto parts, drug, and general merchandising stores. Members of the business community expressed confidence in the marketing program and its students. Local business personnel were extremely supportive of the program and felt that it provided them with a pool of qualified employees. "They think the program is great and they think it helps the students a lot and they also think that marketing students are better workers than most students."

Mary's program had a limited but adequate number of resources. She was required to work within an allotted budget that was strictly monitored by school administrators. Copies, teaching supplies, and other teaching resources are deducted from this budget.

The marketing program is located in a comprehensive high school that was established in 1955. Marketing courses are taught in a vocational

building that is separate from the main school building. The school is one of two high schools in the area and enrolls approximately 838 students in grades 9 to 12. It is located in a rural county that offers varying degrees of occupational opportunities. Fifty-six percent of the students leave the area after graduating from high school.

Orientation and Preparation. Mary had been on contract with her school system for two months prior to the start of classes. Twelve of these days were specifically set aside for school year planning and classroom preparation. She was provided with three days of inservice training. One additional day of inservice training was provided for new teachers who, like Mary, were going to have homeroom responsibilities.

Mary expected to teach only three classes; however, on the day she signed her contract she was told she would be teaching four. Mary felt that this teaching load was too heavy and that it did not leave her sufficient time to perform her classroom duties and on-the-job coordination responsibilities effectively.

Mary was told to keep a positive attitude and to inform her principal of everything she did. She was provided with special instructions on how to prepare for homeroom, how to motivate students in the classroom, how to improve her teaching, and a handbook that stated the school's rules and regulations.

Mary was not assigned a mentor teacher. However, her school system did foster a peer coaching program that teamed up personnel for the purpose of improving educational effectiveness. Mary's "coaching partner" was a guidance counselor who had not been in the classroom for several years. Their differing educational occupations and existing situations caused this

otherwise friendly relationship to be ineffective in accomplishing its intended purpose. Neither she nor the guidance counselor were able to provide or receive any constructive advice and direction from the coaching experience. Neither one fully understood the other's position, responsibilities, and problems.

School Responsibilities. During her first year, Mary spent an average of 70 hours a week performing her responsibilities as a teacher. She arrived at school each day at 8:00 a.m. even though she was not required to be there until 8:30. She was permitted to leave school at 3:30 p.m. The students began their day at 8:50 a.m. and left at 3:00 p.m..

Mary taught four marketing classes per day, had three separate preparations, coordinated on-the-job training for two periods, and acted as a homeroom teacher. Mary also had a home-bound student whom she visited and worked with for two to three hours after school on Mondays, Wednesdays, and Thursdays. On these days, Mary did not arrive home until 6:30 or 7:00 p.m. She did not have any set planning period. Her lunch break had to be squeezed into the time she had allotted for on-the-job coordination. Mary was assigned hall duty and bathroom duty for the entire school year. She was assigned to attend sports events during the school year. Mary was also the school's DECA advisor. Mary voluntarily accepted the position of track coach near the middle of her first school year.

Mary spent the majority of her time at home alone, planning and preparing to teach her classes. When she arrived home in the evenings she cooked something to eat and then relaxed for a brief period. Mary began doing "homework" around 6:30 or 7:00 p.m. and continued working until around 11:00 or 12:00 p.m. Mary summarized her weekly routine in an early

interview: "So I spend most of my evening doing homework and I don't do anything on Fridays, nothing on Saturdays and all day Sunday I do work starting from maybe when I get up at ten."

Mary quickly discovered that teaching was a big responsibility--a responsibility much larger than she had originally thought. "Well, I feel it's [teaching] a lot of responsibility--a great deal. And when I was coming up, I was thinking, you've got to be a teacher. It seems like an easy job - all you need is an answer key. But, I see it's more to it than just an answer key." When given a stress test (Pelsma & Harrington, 1984) during her first year of teaching Mary scored a 106. Anything below 120 on the stress stress scale used is considered to be high stress.

Mary was on a twelve month contract. Therefore, she was required to work the entire summer and on school snow days. During the summer months, Mary continued her on-the-job coordination responsibilities, completes a community survey and conducts some advance planning for the next school year.

Relationships. Mary had a good relationship with her students during her first year of teaching. She and her students developed a good rapport. They provided her with a lot of support and praise. They talked to her a great deal and seemed to enjoy her as a teacher. Mary was proud of the relationship she had with her students: "I think the best thing is my relationship that I have with my students. They all open up to me - I think sometimes too much. But, I think the relationship that I have with each and every one of them is the best thing - you know, it's what I can feel good about at this point."

Mary quickly developed healthy relationships with the other faculty members in the school. She interacted with them on a regular basis during the school day and went out with a few of them socially after school hours.

Mary's relationships with the various business people in the community seemed to be positive. Her training-station employers were willing and ready to help her whenever she needed their assistance. Business personnel, not involved with the marketing education program, were a little more reluctant.

Mary received a great deal of support from her family and boyfriend. They provided her with encouragement and positive reinforcement, elements desperately needed by a beginning teacher.

Detractors. This was Mary's first full-time job after graduating from college. At the beginning of her first school year she felt a little nervous and insecure about teaching marketing. Her major concerns were centered around keeping students interested, providing students with creative lessons and experiences, and effectively handling student disciplinary problems. As the school year progressed Mary became more confident in her abilities as a teacher. She became more and more familiar with her subject matter and her confidence in herself and her teaching ability grew. "When I first started teaching, I almost studied my lesson plan but now, I'm more familiar with it and I can just read through it and then I can still present it to the class with no problems."

Mary's biggest and most pronounced problem throughout her first year of teaching was the availability of time and time management. Time management problems are considered to be internal. These problems specifically relate to a teacher's ability to prioritize his or her daily

activities and to effectively utilize the time they have available to them. As Mary stated, "I don't have enough time. There's not enough hours in the day. I think I could spend more time planning creative lessons."

Mary's time management problems affected a variety of her activities and responsibilities as a first year teacher: general class preparation and organization, completing paperwork, preparing lesson plans, grading papers, writing exams, performing on-the-job coordination, attending faculty meetings, advising DECA, coaching track, and teaching her home bound student. Mary believed that her organizational skills were lacking and that she did not use her time very wisely.

Mary experienced a variety of problems related to students. These problems tended to center around general classroom behavior and consisted of talking in class, not completing assignments, complaining, attention level, and lack of student motivation and cooperation.

Mary also experienced some problems with her co-op students. They were constantly wanting to change jobs. This problem really bothered Mary. She felt that this type of behavior showed a lack of responsibility on the part of the student, "They want to change job to job to job. And they can't work like that. And so, I'm trying to maybe work on them to learn responsibility and to hold down a job - not leave if something goes wrong."

Mary's home-bound student presented her with some unique problems. Mary would go to conduct a teaching session and the student would not be at home. The student did not complete her assignments nor did she study for scheduled tests. Mary made the following statement in a personal interview: "...I will leave an assignment and she won't do it.... She doesn't want to do the assignments I leave her." This situation frustrated

Mary a great deal. It is one that she continually mentioned and discussed in her daily logs and school interviews.

Problems related to the system were also apparent during Mary's first year of teaching. Obtaining advance approval from her principal to conduct various DECA related activities was a problem for Mary. Her principal was somewhat wary of approving activities too far in the future. Therefore, Mary found herself wondering and waiting for this necessary approval. Mary's other system related problems focused on paperwork, use of the marketing program's equipment by other school personnel, school day schedule changes, and the performance of homeroom responsibilities.

Other problems identified through Mary's daily logs and personal interviews were minimal and seemed to be related in some way to many of the problems previously discussed. Overall, Mary believed that the problems she experienced during her first year of teaching were typical for beginning teachers. When evaluating her first year of teaching Mary stated, "I didn't have the discipline problems that I was thinking I was going to have and I did have the time management problems that I knew I was going to have but that was expected."

Assistance Received. Many people provided Mary with an abundance of positive assistance during her first year of teaching: fellow faculty members, school administrators, students, and business personnel.

Mary's fellow faculty members were always willing to provide her with assistance. They made themselves available to her and helped her learn how to complete paperwork, set up her grade book, conduct classroom discipline, and prepare for classroom evaluations. She never seemed to be have any problems getting other faculty members to provide her with the assistance

she needed. Regarding the assistance she received from other faculty members, Mary said, "...most of the teachers will come to me and ask me how are things going and if I need any help to come to them. But right now, most of them come to me and I didn't need to go to them."

Mary thinks that her biggest help came from an English teacher in her school. She respected this teacher's abilities and unofficially made this person her mentor. Whenever she had a problem or needed some advice this is the individual she turned to for assistance. This individual was a veteran teacher and seemed to relate well to the situations that Mary was experiencing.

Mary's students continually provided her with praise and assistance. As a matter of fact, Mary felt that the support she got from her students was by far the most rewarding. When asked in an interview what helped her the most in her job, Mary stated, "I think maybe the support I have from my students. From what I'm doing now, I receive a lot of praise from them. They say, you're not like our teacher we had last year--she did this, that and the other, and you're much different."

Encouraging Events. Mary experienced a great many encouraging events during her first year of teaching. The major source of these events were generated from her students. However, many of these events were related to the satisfaction of simply "making it through"--successfully completing the day, the week, or a task.

When student-related events were identified, Mary described many incidents that dealt with the relationships she had with her students. These relationships were encouraging to Mary and provided her with a lot of satisfaction.

Another area related to students that provided Mary with satisfaction was students successfully completing their assignments. In one of her daily logs Mary stated, "The best thing that happened to me today was the enjoyment that my fourth period class received from making up their own tests. Many times in her daily logs Mary expressed a sense of accomplishment and excitement when students actually completed their assignments as they were instructed. She was encouraged when they performed well on quizzes and tests. Mary really enjoyed seeing her students succeed.

When Mary was asked on a daily basis about good things that happened she often made comments that indicated she was simply happy and relieved (and sometimes surprised) that she had "made it through." Numerous quotes could be pulled from Mary's daily logs to illustrate the satisfaction she often felt when a day, week, or task had been successfully completed. "I completed all of my coordination visits for this six weeks period."

End of the First Year

At the beginning of the school year, Mary expected to remain in teaching or the educational field for three to five years. By the end of the school year Mary seemed even more content with her career choice. She had experienced a lot of changes in her life, learned a great deal, and had decided to make education her lifelong career. "I'm really proud of being a teacher because if someone asks me what do I do, I always say I'm a teacher." There were times, however, during that first year when Mary found herself ready to through in the towel and give up teaching all together. And, as Mary put it, "Sometimes I've had my doubts like this is my last year but, you know, I'm going to stick with it." At the end of her

first year of teaching Mary had decided that she would like to eventually acquire her master's degree and move into some form of educational administration.

Year Two

At the beginning of year two, Mary felt prepared to begin a new year. She intended to be a little more strict in the classroom and a lot more organized. She anticipated her second year of teaching to be more fun than her first and also more difficult. When referring to her approaching second year of teaching Mary said, "Well, I think it's going to be harder but I think it's going to be fun as well. And, I think, that by the time I finish next year I will want to continue with teaching."

Unfortunately Mary's second year of teaching was not just harder--it was horrible. Along with her regular duties as a marketing teacher, Mary had taken on a part-time job in a local business, continued to coach track, and accepted the responsibility of two home-bound students. These added responsibilities put a great amount of pressure on Mary.

Mary believed that her second year of teaching was much different than her first year. She was extremely frustrated, disappointed, and discouraged with teaching by the time her second year came to a close. Mary's job satisfaction level (Brayfield & Roth, 1951) had dropped to 35 at the end of her second year--a drastic change from a score of 74 out of a possible 88 obtained at the end of her first year.

The positive relationship she had experienced with her students had changed. Mary no longer received encouragement from them. She had become angry at their class behavior and performance. In relation to her students Mary made the following two comments: "I have sent students out and

written them up more this year than I did the entire time...my first year." "I had maybe one or two [students] that were good...one or two who really didn't make a difference because, you know, I just almost forgot they were there."

Organization and time management remained a problem for Mary throughout her second year of teaching. However, much of this may be attributable to the work load she was trying to carry.

The Future

By the end of her second year, Mary was ready to get out of teaching. Her future goals as stated at the end of her first year had changed considerably. She was now only planning to remain in teaching for one more year. When asked how she felt about teaching after her second year, Mary said, "I don't know. After--well, I really don't want to teach anymore and I think it's not for me. So basically, I think it's the students. And, I would rather do something else." Her attitude toward her chosen career had made a drastic and abrupt change.

Discussion

Mary and Jake work in very similar environments, each is the only marketing teacher in their respective schools. Both schools are in a rural setting and their training station sponsors are very supportive. They each had three preps with about the same amount of students enrolled their first year's classes (Jake taught 3 classes and Mary 4). They both drive the same distance to and from school each day and they both are involved in several extra curricular activities.

Mary seemed to have a better orientation to her job than Jake. She definitely had more time to prepare since she was hired two months prior to

the first day of classes and Jake began his job eight days after school started. Mary had people volunteering to assist her; whereas, Jake had people to go to, but it seemed that he had to seek their assistance.

With both teachers having such similar situations and experiencing a successful first year, we asked ourselves--what happened to Mary, an extremely promising teacher, in her second year of teaching? The answers are still being explored as we dig further into her second year, but we can do some speculating based on what we know thus far.

Jake and Mary's backgrounds, ambitions, and lives are very different. Jake is certified through a route other than teacher education and Mary has a teacher education degree. We know from the overall study and from these cases that one route into teaching is not necessarily better than the other. On the other hand, teachers entering marketing education from such disparate routes bring into teaching different experiences and different assets and problems.

Jake is about 12 years older than Mary. He is settled, with a wife and child, and an extensive amount of experience in retailing. Teaching has been a life goal for him, and he has spent a long time in reaching that goal. Mary really didn't know what she wanted to do in life until her last couple of years in college. Even then, she wasn't sure that teaching was what she wanted to do until she had a positive experience during her internship. The demands of being an effective marketing teacher are great. Mary may not be as committed and determined to make teaching her life-long career as Jake appears to be.

During thier first two years, both teachers were over-committed in their teaching roles and were pulled in several different directions at one

time. We know that Mary graduated from a teacher education program that had high standards and promoted the idea that a well rounded program means doing a good job of teaching marketing in the classroom, co-op coordination, providing adult education for the community, and having an effective DECA chapter. Jake had no preconceived notion or expectations when he went into teaching. We suspect that Mary was feeling the internal pressure of knowing what she should be doing was much greater than what she was really capable of doing in her first years of teaching. In addition to picking up the added responsibility of coaching in the middle of her first year, she also took an outside part time job during the summer (keeping in mind that she was on a 12 month contract) and continued it into her second year of teaching. With all the activities that Mary was pursuing, she had to be tired much of the time and perhaps not as patient or tolerant of her students' behavior. She says the reason that she is getting out of teaching is because of the students, the very source of her encouragements the first year. We question whether students change that much in a year's time. It appears more likely that Mary was simply experiencing early burn out at the end of the second year.

We suspect that Jake was more conditioned to juggling several balls in the air at one time with his extensive experience in retailing and supervising people. Even though the student's lack of motivation was frustrating to him, his adjustment in his expectations leads us to believe that perhaps his vast amount of experience with employees enabled him to make this adjustment more readily than Mary.

Jake is progressing nicely as he goes into his third year of teaching. At this point, we believe that he will stay in some type of teaching position whether it be marketing or something else.

Mary, on the other hand, is entering her third year of teaching with the expectations that it will be her last. We plan to interview Mary at the end of her third year to see if she will continue in education or if she will become another teacher with excellent potential who did not want to tolerate the frustrations she was experiencing.

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